

**Review of Norwegian Support to Basic Education in Zambia through  
Civil Society Organizations**

***What Did You Learn in School Today?***



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## 1. Introduction

### Objective

Norad has engaged an internal team to undertake a mapping and review exercise of basic education in Zambia, through civil society organizations supported by Norad and the Norwegian Embassy in Lusaka. The overview with results will form the point of departure for further recommendations and analysis in Norad as assessing Norwegian Non Governmental Organization's (NGO) proposals and reports on the education sector.

### Scope

The NGOs targeted for the education review are: Save the Children Zambia, Norwegian Church Aid (NCA), Atlas Alliance, SOS Children's Villages and HEI Verden. The team hereby presents an overview of ongoing education programs that are being carried out by these NGOs in Zambia. Issues relating to the programs and approaches as cost efficiency, education quality, added value of project, and partnership and coordination have been valued by the review team.

### Method

The review was conducted in the period 06.09.2010 – 06.10.2010, including 10 days field visit. A semi-structured interview guide was used by the review team in meetings and discussions with NGOs and partners to acquire information throughout the field visit. Interviews of local representatives from the NGOs, schools, PTAs and authorities in Zambia were carried out. The team observed classroom activities and acquired knowledge through program documentation. The team has also met with the Norwegian Embassy, UNICEF and the key development partners as the Dutch and Irish Embassy.

Visits to the following project sites were priorities over the 10 days visit to Zambia; Southern, Central and Eastern Province. In total the team has seen activities in 7 of the 72 Zambian districts (Livingstone, Kazangula, Gwembe, Siavonga, Lusaka, Chipata and Chadiza) visiting a total of 15 different schools. Schools outside of the NGOs catchment area were not visited.

## 2. Education Situation in Zambia

The National Policy on Education was developed in 1996, and has since been put into practice by a series of implementation frameworks. By far the most significant measure in this period has been the introduction of the free basic education policy of 2002. Since that time, enrolment of children at primary school has increased by an average of 9 percent annually and net attendance has improved from 57 percent in 2004 to 75 percent in 2006 at primary level and 18 percent to 37 percent at secondary level<sup>1</sup>. The average primary school attendance ratio between for 2003-2008 is 80 percent. The drop-out rate is still relatively high, especially for young girls as they get into early marriage and pregnancies.

The building of community schools is one of the main factors leading to the increase in enrolment. Community schools accounts for over 358,000 pupils enrolled and represents 12.5 percent of the total. The role of community schools cannot be underestimated in addressing the increase in vulnerable and

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<sup>1</sup> UNICEF Zambia 2008. *Situation Analysis of children and Women 2008*.

orphaned children's access to school. The community schools offer a low cost approach to education, to make it affordable to rural and urban families (e.g. by using double shifts). World Food Programme and World Vision provide food programs in many of the schools, which is said to enhance the performance of the children in school. The number of orphaned children enrolled in basic schools rose from 11.1 to 20.7 percent during the period between 2002 and 2005<sup>2</sup>.

As the Government prioritize building school infrastructure, there are serious challenges in the area of quality, and specifically, learning achievement. As the recruitment and deployment of teachers has not kept pace with the increase in enrolment, pupil-teacher ratios have increased, learning achievement has been low and there has only been marginal increases in the overall scores measured through the National Assessments carried out since 1999<sup>3</sup>. In comparison, the learning achievement in Zambia is the lowest of all countries in the sub-region.

The last year's achievement in the sector relates to the construction and renovation of new classrooms, facilities and housing for teachers<sup>4</sup>, the training and deployment of a significant number of teachers, a marked increase in the number of teachers attending in-service training, the procurement of textbooks and essential education materials, the re-conceptualization of the curriculum for basic education in order to make it more relevant to the needs of the learners and society.

In 2009, there were 8,111 Basic Schools in Zambia, of which approximately 50 percent were Government public schools and 50 percent private, grant-aided and community schools. Community Schools accounts for about 25 percent of the basic schools in the country and includes church owned schools. In terms of location, 84.7 percent of the schools are in rural areas. Basic education is currently divided into three levels, namely, Lower Basic (Grade 1-4), Middle Basic (Grade 5-7) and Upper Basic (Grade 8-9). The sector in 2009 had 935 schools offering lower Basic education only; 4,261 schools offering lower and Middle Basic education and 2,915 schools offering lower to Upper basic education were reported, while 2 schools only provided upper basic education<sup>5</sup>.

The Government is partnering with the Education For All-Fast Track Initiative (EFA-FTI) through the sector plan. The Government of the Netherlands and Ireland are co-leaders in this partnership with the Government of Zambia.

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<sup>2</sup> Government of the Republic of Zambia 2007. *Ministry of Education. Education Sector. National Implementation Framework 2008-2010.*

<sup>3</sup> Idem

<sup>4</sup> Classroom construction totals over 4,000 in the period from 2003-2005.

<sup>5</sup> Republic of Zambia, Ministry of Education June 2010. *Education Sector National Implementation Framework III, 2011-2015.*

### 3. Mapping of Norwegian Non Governmental Organizations, funded by the Norwegian Government

#### 3.1 SOS Children's Villages

Norad supports SOS Children's Villages' Family Strengthening Program (FSP) as an outreach program complementing the running and management of children's villages. There are three SOS villages in Zambia (Kitwe, Lusaka and Livingstone). The FSP children are children from vulnerable families living in the local community. Through the FSP and in collaboration with local authorities, children and their families are identified to receive support through income generating activities and access to education and health care facilities, in the SOS village or in the local environment. At least 30% of the students in the schools for Basic Education within the Children's Village are from the outreach area. The SOS Norway has the ambition to reach 8000 children and 1600 adults to the outreach program in Zambia by the 2013 target. Norad granted NOK 3,921 mill to FSP in Zambia in 2009.

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Added value</b>	<ul style="list-style-type: none"> <li>-Service delivery of high quality provided to the beneficiaries of the program.</li> <li>-High capacity in the schools.</li> <li>-Takes full responsibility of the children's quality education, also including direct feedback and dialogue with parents of FSP children attending the schools inside the Children's Village.</li> <li>-At least 30% of the FSP shall be accepted in the schools inside the Children's Village, in Livingstone 38%.</li> <li>-The program opens up to the society at large, in the outreach program FSP.</li> </ul>	<ul style="list-style-type: none"> <li>-Micro credit component of the FSP seems weak and should be strengthened in cooperation with other actors within this area.</li> </ul>
<b>Cost efficiency</b>	<ul style="list-style-type: none"> <li>-Transparent system for financial management, with few transactions and good control mechanisms.</li> <li>- Open dialogue on budgeting and utilization of funds.</li> </ul>	<ul style="list-style-type: none"> <li>-The attempts of reducing costs in the Children's Village in Lusaka were not noticed. Thus there is a potential to reduce unit costs and find strategies to provide quality education to a higher number of vulnerable children, i.e. support more public schools with a lesser budget than present and invite more children from the FSP to SOS's Basic Schools.</li> <li>-SOS used 50.000 USD to renovate a public school offering education to approximately 130 FSP children. This seems to be a higher amount</li> </ul>

		<p>than actually building a public school.</p> <p>-There should be potential for transport and food schemes for the FSP children within the overall budget.</p>
<b>Education Quality</b>	<p>-Providing high quality education to a large amount of orphans and vulnerable children in the project area.</p> <p>-Excellent quality of teachers, heads and staff at the schools.</p> <p>-In service teacher training supported by the schools.</p>	<p>- There is little evidence of investment contributing to the overall development of the education sector in Zambia and systems development.</p>
<b>Coordination and Partnership</b>	<p>-SOS has the potential to serve as a good example in Zambia of how to provide basic education of high quality.</p> <p>-Coordinated with national curriculum and standards for school constructions.</p>	<p>-There seems to be little contact and coordination with district and provincial education ministries.</p> <p>-Unfulfilled potential for advocacy for children’s rights towards the Zambian Government.</p> <p>-Little coordination with other NGOs.</p>

### 3.2 Save the Children Norway Zambia

Save the Children Norway has been working with education in Zambia the previous 12 years, in line with its own strategy, and the priorities of the Norwegian and the Zambian Government. Since 2004 the support has been given directly as a strategic partnership by the Norwegian Embassy in Lusaka. The support to basic education in the period 2007-2009 was approximately NOK 12 mill per year. Since 2010 the education sector is no longer a prioritized area at the Norwegian Embassy, and the support is phased out with NOK 5 mill for 2010 and less for 2011.

Main objectives of Save the Children's Basic Education Programme:

- a) To increase access to Basic Education for children of school going age through, school construction and development of school infrastructure.
- b) To improve the quality of teaching and learning in the classroom through teacher training programs and the Quality Education Program (QEP) and Early Childhood Development (ECD).
- c) To improve the capacity of duty bearers in order for them to effectively contribute to the attainment of children's quality education through systems development, community mobilization and advocacy.

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Added value</b>	<ul style="list-style-type: none"> <li>-Very skilled, relevant and highly competent staff.</li> <li>-Direct relevance to the Government of Zambia's priorities.</li> <li>-Not implementing but working through Government offices in an integrated manner.</li> <li>-Advocating for children's rights to education (ex contributing in drafts for early childhood policy, HR Commission, Ombudsman, Children's Councils, disabled children's access to education, low cost school buildings.)</li> <li>-Ready to scale up together with the Zambian Government, when the economical situation for the program allows this.</li> <li>-Has had large influence in the Southern District with programs of up to 12 million NOK annually the previous 12 years.</li> </ul>	<ul style="list-style-type: none"> <li>-The education program is no longer prioritized by the Norwegian Embassy and Save the Children Norway's Headquarter. Thus the economical situation of the program is under real threat, and proceeding on a minimum scale which also thus threatens the synergy and added value of the program.</li> </ul>
<b>Cost efficiency</b>	<ul style="list-style-type: none"> <li>-Costs are reduced and efficiency gained by merging with Save the Children Sweden.</li> <li>-School construction cost has potential to be reduced with 20%, if the Ministry of Education's standards are changed.</li> <li>-Good control mechanisms on narrative and</li> </ul>	<ul style="list-style-type: none"> <li>-Official standards for school construction set too high by the Ministry? Threats to cost efficiency in the programs.</li> <li>-The program has had 70% funding from the Norwegian Embassy and 30%</li> </ul>

	<p>financial reporting. Same for Save the Children to HQ as for partners; 4 reports annually, with 4 releases of funds based on progression and needs.</p>	<p>from Save the Children's HQ. Too vulnerable.          -Further reduction in costs could be done in unification with the US and Swedish Save the Children. This is however put on hold until International Program Unit (IPU) is in place. Exceptions should be made in the IPU process, to improve the critical financial situation of the Zambian program.</p>
<p><b>Education Quality</b></p>	<p>-Quality monitoring and evaluation.          -Comprehensive program interventions; school constructions, teacher training, school material, early childhood centers.          - Provision of appropriate learning environment at school by including school canteens, water and sanitation facilities, etc.          -Focusing on early childhood centers to enhance the quality of education in the first two years of basic education.          -Integrated approach, also considering the situation for disabled, orphans or HIV/AIDS infected and affected children.</p>	<p>-Urgent lack of water supply in many of the schools and early childhood centers (in Livingstone District).</p>
<p><b>Coordination and Partnership</b></p>	<p>-Very good coordination with the priorities of the Government of Zambia, especially on district level (District Education Board).          -Cooperation with Response Network and District Education Board on piloting low cost school constructions in Kazangula District.</p>	<p>-Especially in Livingstone, it seems as though there is no or little cooperation with or advocacy towards the Ministry of Works and Supply, which has responsibility for the water supply to the school constructions.          -Unfulfilled potential for coordination with other NGOs as for instance SOS Children's Villages early childhood programs.</p>

### 3.3 Norwegian Church Aid

Based on a request from the Norwegian Embassy in Lusaka, the Norwegian Church Aid started up its education program in Zambia in 2003. The strategic partnership program focused on building the education sector through the capacity building of civil society organizations and was such carried out through these. Organizations of the church societies constituted the main part of partners. The NCA education program has had a strong focus on raising awareness on Human Rights issues, building capacities for self-help by the communities, strengthening of school infrastructure, support community schools and local initiatives, improve the school environment, provide software components to education, and contribute to teacher training and develop a special teacher training program and curriculum.

The collaboration on education between the Embassy/Norad and the NCA ceased as a result of new priorities in both the Norwegian Embassy and NCA and should have been phased out entirely in 2009. The education capacity is no longer in the organization.

The size of the support to basic education was reduced in the period 2007–2009 from NOK 11,56 mill the first year, NOK 9,8 mill in 2008 and to less than NOK 1 mill in 2009.

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Added value</b>	<ul style="list-style-type: none"> <li>- Comprehensive approach to the education sector.</li> <li>- Strong education capacity in the organization during the period when education was a strategic priority.</li> <li>- Direct relevance to the overall priorities of the education sector.</li> <li>- Reaching out to poor communities focusing on human rights based approach.</li> <li>- Capacity to fill the need in the education sector through the church societies by supporting the church led and the private branches of community school strategies, a gap that cannot be filled by the Government.</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of education as strategic priority in NCAs global mandate.</li> <li>- Discontinued support from the Embassy to NCAs education program in Zambia since 2009.</li> <li>- Few alternative financial partners to take over where NCA withdrew.</li> <li>- No evidence of an appropriate phase out strategy when funding was discontinued and poor communication in this process to prepare partners.</li> </ul>
<b>Cost efficiency</b>	<ul style="list-style-type: none"> <li>- Support to school infrastructure based on a low cost approach of community schools where the community contributes and costs are scaled down in terms of teacher accommodation.</li> <li>- Technical negotiations and agreements established locally for partnership contracts, funds disbursed from NCA HQ in Oslo directly to recipients in Zambia, in order to avoid one level in the bureaucracy.</li> </ul>	<ul style="list-style-type: none"> <li>- Limited technical support on education from HQ staff to local office.</li> <li>- Case of financial fraud during the partnership period, but resolved within reasonable time.</li> <li>- NCA Zambia felt lack of authority as funding was disbursed directly from HQ.</li> </ul>



	<ul style="list-style-type: none"> <li>- Supported schools monitored three times a year (Jan, March, Sept).</li> <li>- Financial report sent by schools to NCA releasing funds if appropriate.</li> <li>- Cost sharing of joint office premises with the Danish Church Aid.</li> </ul>	
<b>Education Quality</b>	<ul style="list-style-type: none"> <li>- Efficient provision of support to teacher training colleges.</li> <li>- Efficient building of teaching capacities of volunteer teachers in community schools (the Zambia Open Community Schools) system.</li> <li>- Provision of infrastructure and material to contribute to a better school and learning environment.</li> <li>- Capacity building on resource mobilization, resource management and advocacy and lobbying at local, district and national levels that contributes to a strengthened visibility of the need for education services across the nation.</li> <li>- Community school reported to produce better learning results than many public schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers well qualified and highly motivated for work, but the status as volunteers makes them vulnerable for the frequent “rehiring” by the Government into Public schools.</li> </ul>
<b>Coordination and Partnership</b>	<ul style="list-style-type: none"> <li>- Substantial contribution to the development of and implementation of a national strategy for community schools where other important organizations are partners such as UNICEF, Save the Children, Plan International etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Poor preparedness and communication related to the phasing out process.</li> <li>- Lack of efficient search for alternative donors and partnerships to the abandoned programs.</li> <li>- Bottlenecks in policies in terms of carrying out Government’s responsibilities related to community schools.</li> </ul>

### 3.4 HEI Verden's (Human Education International) partner Peoples' Action Forum (PAF)

HEI Verden is not an implementing organization, but works through local partner organizations. The visited projects in Eastern Province – Chipata and Chadiza were implemented by Peoples' Action Forum (PAF).

The overall objective of the program is to assist local communities to become increasingly independent in developing services in three areas:

- Improved access to basic school education by building community schools.
- Increase adult literacy and education, especially targeting women.
- Improve knowledge about human rights issues at the local community level.

The program has an overall target of assisting vulnerable children and children with disabilities by ensuring their access to basic social services such as education and health.

HEI Verden will consider withdrawal when existing support period ends, dependant on result of review of a planned assessment of projects.

HEI Verden has received support for programs in Zambia since 2004. The current program period 2009-2011 has an annual budget of NOK 1 500 000 from Norad.

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Added value</b>	<ul style="list-style-type: none"> <li>-Long experience from development work and visits regularly twice a year.</li> <li>- Fairly well linked to the education sector and fairly strong qualifications in the field of education.</li> <li>-Orientation towards poor rural areas and reached hard to reach communities.</li> <li>-Executive director has high competence and an extended contact net.</li> <li>-Increasingly strong capacities in the decentralized offices where personnel are encouraged to build capacities.</li> <li>-Parents are encouraged to take part in budgeting and accounting (not only cash flow) to secure local ownership.</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional project design.</li> <li>- One example of auditing irregularities.</li> <li>- Plans to reduce staff due to expected reduced funding from donors.</li> <li>-High dependency on executive director.</li> </ul>
<b>Cost efficiency</b>	<ul style="list-style-type: none"> <li>-Projects and local offices are modest, low transport and project costs.</li> <li>-Able to meet people in rural areas. The officer in Chadiza has extensive local knowledge.</li> <li>-Community takes great part in constructing and establishing of schools.</li> </ul>	<ul style="list-style-type: none"> <li>-Long distances between the different project sites challenges to an extent the idea on cost efficiency.</li> </ul>

<b>Education Quality</b>	<ul style="list-style-type: none"> <li>- Training of local volunteer teachers</li> <li>- Classrooms are equipped with desks and chairs for all students.</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of school books, though class-sets exist.</li> <li>-Quality of teachers differs, only a few are examined from Teacher Training College, others have certificate from Community School teacher education which is at a lower level.</li> </ul>
<b>Coordination and Partnership</b>	<ul style="list-style-type: none"> <li>-PAF coordinates with local authority (DEBS).</li> <li>-Coordinates with Plan International.</li> <li>-PAF takes active part in the NGO environment through i.e. ZANEC and ANEZA and therefore advocacy.</li> </ul>	<ul style="list-style-type: none"> <li>-Could strengthen partnerships with NGO's at local level.</li> <li>-Challenge to have local authorities carry out their part of the responsibility toward community schools .</li> </ul>

### 3.5 Other Norwegian NGOs supported by the Norwegian Government:

**Atlas-alliance** started its work in May 2009, mainly in giving small grants and technical and financial advice to grass root organizations. It is too early for the team to review the outcome of these small projects, but the local partner seems to have a big network, high capacity and relevant and grass roots oriented technical competence and advocacy skills. The organization has a special focus on people and children with disability and aims to include them. Until now 32 different partners have been supported, and many of these work within the education sector; Kitwe College of Education, Wakuswashi wa Zambia (CBO and community school for disabled children), Monze College for Social Welfare and Community Development, Response Network, David Livingstone Teacher College og demonstration school, Community Based Intervention Association (CBIA) and Provincial Education Office in Southern Province.

**Response Network (RN)** is not part of this internal review as the organization was not listed as an education organization in the Norad statistics. However, we find that education is an important part of RN's interventions and that it is worth including RN as the organization frequently is referred to at the community level and by other NGO's. I.e. Save the Children Zambia has approached them for reduction of SCZ's construction costs for schools. RN's goal is to develop community engagement and knowledge on human rights in order to ensure sustainability in local development processes. Consequently RN builds local groups' capacities in activities around i.e. income generating activities, school buildings, alphabetizing, carpentry, tailoring, gardening, etc. Financial support for projects is not released until the groups have started investing in the work. RN follows up closely in the initial period of the project. RN's philosophy is that local dwellers shall start with improvement of their own situation, which again will result in better possibilities for the whole village. (See separate report.)

#### 4. Conclusions

- Based on the team's visit to the Southern, Central and Eastern Provinces (7 districts), and meetings with key education actors, an enormous need for continued assistance to the education sector in Zambia in general, and in poor rural areas in particular is observed. A crying need pertains for the provision of school constructions, training and deployment of qualified teachers, purchasing and distribution of learning material with relevance, improved technical guidance and monitoring of the schools, continued and increased participation by parents and universal access to education especially for children with disabilities. Education is of fundamental importance in Zambia, also in relation to good governance and a democratic distribution of power.
- Recent discussions and adoption of the new NGO Act has indicated a slight change in the way the Government wishes to exercise power on organizations' involvement in and expression of their views. Generally the NGOs are worried about a more restrictive space for their action as they are awaiting the development and finalization of the Act's bylaws. As a consequence lead donors in education have observed a certain withdrawal from the civil society's vocal visibility in education in general, and therefore, call for more engagement by the NGOs.
- Civil society organizations are organized through joint coordination and collaboration channels. The Zambia National Education Coalition (ZANEC) is an NGO established to coordinate national efforts in education through civil society engagement and further capacity building is planned to be developed for this NGO.
- Organizations reviewed for this exercise are considered by the team to deliver comprehensive education programs following national plans and policies of the sector. These include interventions that target social mobilization, community participation, school construction, distribution of education material, teacher training and curriculum, and capacity building of local education authorities and partners. As such they fill an important gap where the Government fails to deliver.
- It is the team's impression that the organizations fill a gap for education in the different districts ensuring simultaneously that there is no overlap of interventions. Their comparative advantages are eminent i.e.; NCA work through and in collaboration with different Church organizations; Save the Children works in an integrated manner through the local authorities; SOS Children's Villages deliver excellent education quality with a high pass rate for children from vulnerable families; HEI Verden is grass root oriented in rural areas. They all refer to (though in a various degree) collaboration and joint planning with the local District Education Office.
- The two largest NGOs funded by the Norwegian Government currently experience the largest challenge in terms of continuing their involvement in the education sector. This is due to the Norwegian Government's policy change regarding support to NGO's education programs in Zambia and simultaneously reduced financial allocations by the respective NGO's Headquarters to the operations in Zambia. As a result, their education portfolio is drastically reduced. NCA will phase out education as a strategic objective in their strategy for 2011-2015. This will be done without any funding to education. The two NGO's office in Zambia are unsatisfied with the Norwegian Government's decision of

discontinuing support to the education sector in Zambia, as they stress the importance of long term development cooperation and gradual withdrawal.

- There are a number of challenges for the majority of the civil society organizations in Zambia, including the 5 NGOs reviewed in this exercise. The most prominent challenges are to ensure strong political and technical capacities in specialized areas, secure enhanced coordination and learning from what works, and voice critical views in the society by challenging the Government's insufficient performance in the education sector.
- The overall impression is that the cost efficiency of projects is acceptable.
- With reference to the above mentioned quality of the program, SOS Children's Villages has an unfulfilled potential for effectively play a role in the overall national sector program promoting advocating for investing in education quality. It seems as though SOS Children's Villages has established a costly structure with high unit costs per child educated, and that there is potential to provide quality education for a higher number of children within this program. The team noticed that there are few students with disabilities and few HIV/AIDS infected children that has been admitted to the schools, even though the organization seem to have the capacity and technical competence to fulfill the need of these vulnerable children.

## 5. Recommendations

- Several organizations contribute to the education gap by investing in the concept community schools. The team has judged this as an efficient way to rapidly contribute to the dire need of schools and teachers in rural areas. The model is worth continued replicated (also elsewhere). There are however, certain lessons and requirements that must be considered; the community school approach must be defined through an agreed upon framework and guidelines and follow a legal framework, it must require a minimum involvement and engagement by the authorities from the start, and should be reflected in the national plans.
- Norad should continue supporting the Norwegian NGO's education programs in Zambia. The support to education should be viewed as a fundamental priority to the fulfillment of national development, human rights, good governance and poverty reduction.
- The team recommends for Norad and NGOs to engage in a mutual and open dialogue in a seminar on the possibilities for continued support to education sector in Zambia. Will the HQ prioritize education programs in Zambia in the context of the Embassy's exit from the education sector?
- Norad should follow the development and capacity of the Zambia Network for Education Coordination (ZANEC), as this might be a potential candidate for direct support from Norad in the future.
- Norad should continue its discussions with SOS Children's Villages on the potential to reduce unit costs for the FSP in order to find strategies to provide quality education to a higher number of vulnerable children, i.e. support more public schools with a lesser budget than present and invite more children from the Family Strengthening Program to SOS's Basic Schools.

- Investing in education sector development is a long term investment depending heavily on capacity building in the sector. It is crucial that any engagement initiated has a clear phase out strategy from the very start and that it is mutually understood at all levels that funding situations may change so as to avoid situations of chock and disillusionment.
- Norad should secure predictable funding for NGOs engaged in education programs in Zambia, and focus on capacity building within the civil society's advocacy related work. This is also in line with the White Paper No 1 (2010-2011)<sup>6</sup> which states that Norway shall continue its engagement in MDG 2 and ensure access to education for all, especially girls and marginalized children. The Ministry of Foreign Affairs has also encouraged the Norwegian Embassies to keep up its funding to education, and consider proceeding on 2010 level or higher.

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<sup>6</sup> White Paper No 1 S (2010-2011)

**Appendix 1: List of literature/key documents**

Annual reports, applications, strategies, appropriation documents and contracts for the relevant organizations.

Norad's principals for support to civil society organizations in the South (2009)

Ministry of Foreign Affairs, White Paper No 1 S (2010-2011)

Mid term review on the education sector in Zambia (2007). Commissioned by Norad.

Republic of Zambia. Ministry of Education 2007. *Education Sector. National Implementation Framework 2008-2010.*

Republic of Zambia, Ministry of Education June 2010. *Education Sector National Implementation Framework III, 2011-2015.*

UNICEF Zambia 2008. *Situation Analysis of children and Women 2008.*

EFA-FTI 2010 April. *FTI Report. Zambia.*

EFA-FTI June 2010. *EFA-FTI Catalytic Fund. Quarterly Financial Update. For the Quarter ending 30 June 2010.*

Norad 2007. *Norad Collected Reviews 23./2007.* Review of the Ministry of Education Sector Plan. Zambia.

**Save the Children**

David Stephens of the University of Brighton and Clive Harber of the University of Birmingham (2008): *Reflective teachers: From shouters to supporters. Evaluation of the Quality Education Project. Synthesis Report.* Commissioned by Save the Children

Save the Children (2008), *Budget Tracking – Following the money into the schools*

Vedeld, M. H, Thapa, M. M, and Halvorsen K. 2009. *End Review of Strategic Partnership between Norwegian Ministry of Foreign Affairs and Save the Children Norway-Nepal 2007-2009.*

Save the Children Norway in Zambia 2010. *2009 Program Report to Norad on Zam-3021 Zam-07/SCN Strategic Partnership in Education and Child Rights Advocacy 2008-2009.*

**Human Education International (HEI Verden)**

Human Education International (HEI Verden) / Godwin Nsofu (2010), *A study of the present status and future plans and needs of the community schools concept in Zambia.*

**SOS Children's Villages**

SOS Children's Villages International 2008. *SOS Policy. Learning for Life. Formal education Policy.*

SOS Children's Villages International 2009. *Development Cooperation Strategy for SOS Children's Villages Norway.*

**Norwegian Church Aid**

Norwegian Embassy Zambia 19.03.2009. *Appraisal. Norwegian Church Aid Strategic Partnership Zambia Programme 2009-2011.*

Norwegian Church Aid 2009. *Final Report 2005-2009.*

Norwegian Church Aid 2008. *NCA Zambia Programme Proposal to the Royal Norwegian Embassy of Zambia for Education Support for 2006 – 2007.*

Norwegian Church Aid 2007. *Annual Narrative and Technical Report for 2007 Education Programme.*

Harrison and Associates 2007. *Reformed Open Community Schools. Annual Report 2007.*



**Appendix 2: Interviews conducted****SOS Children's Villages of Zambia:**

Mr Lastone Emmanuel Moyo, Acting Village Director, Livingstone

Ms Irene B.C. Phiri, Head Herman Gmeiner Basic School Livingstone

Mr Paul Katati, Coordinator, Family Strengthening Program Livingstone

Mr Peter Kalifungwa, Village Director Lusaka

Ms Morah Povia Head Kindergarden

Mr David Nyimbili, Head High School

Ms Rabeeca Chipoya, Head Herman Gmeiner Basic School Lusaka

Mr Christopher B. Phiri- National Coordinator Family Strengthening Program

Ms Pamela Sinkamba- National Coordinator Education

Mr Lars Gill, Program Adviser, SOS Children's Villages Norway

**Save the Children**

Ms Kristin Ingebritsen, Program Coordinator Zambia, Save the Children Norway

Mr Lars Andersson, Country Representative, Save the Children Norway

Ms Lontia Chinkubala, Program Director, Save the Children Norway

Mr Michael, President, DATIF

Mr Goddfrey, District HIV/AIDS Adviser, DATIF

Mr Håkon Spigseth, Executive Director, Response Network

**Atlas Alliance**

Mr Alick Nyirenda, Director, Opportunity Zambia Pilot Project. Cooperating with Norwegian Disability Consortium (NAD/NFU)

Ms Bergdís Jóelsdóttir, Development Adviser, Norwegian Association of Disabled (NAD).

**Norwegian Church Aid**

Ms Jane Vogt Evensen, Program Coordinator, Southern Africa, NCA Oslo

Mr Eivind Aalborg, Head, Southern Africa, NCA, Oslo

Ms Riborg Knudsen, Head of Division for Western and Southern Africa, NCA, Oslo

Ms Ingrid Ohna, Program Coordinator, Division for Western and Southern Africa, NCA, Oslo

Mr Oddbjørn Flem, Country Representative, NCA

Ms Margaret Machila, Consultant, Former Education Manager NCA

Ms Harriet Miyato, Program Coordinator, Zambia Open Community Schools

Mr Marlon Phiri-ACCA, Executive Director, Reformed Open Community Schools

Mr Simon Kabanda, Citizen's Forum

Ms Suzanne Matale, CCZ

Mr Michael Siwale, COG

Mr Choongo, ZEC

**HEI Verden and People's Action Forum (PAF)**

Ms Jennifer M. Chiwela, Executive Director

Mr Asaf Daka, District Coordinator Chadiza

Mr Kenneth Maposa, Supervisor CABLAC

Ms Clara, Chair, PAF Eastern Province Office

Ms Kari Vesterbø, Head of HEI Verden

**Government of Zambia**

Mr Festur H. Mungo, Provincial Education Officer, Provincial Administration Southern Province

Mr Nicholas K. Banda, Deputy Permanent Secretary, Provincial Administration Eastern Province

Ms Alice Manyela Sickela, Acting District Education Board Secretary, District Office of Livingston

Ms Joyce Mosambila, District Education Board Secretary, District Office of Gwembe

Mr Webster Murringa, Standard Officer, District Education Officer of Gwembe

Mr Mujala Maseko, District Education Board Secretary, District Office of Kazangula

Mr Gibson Memba, Building Supervisor and Board Member, District Office of Kazangula

Mr Peter Myirenda, District Commissioner, District Office of Chadiza

### **The Norwegian Government**

Mr Gunnar Bøe, Senior Adviser, Norad

Ms Tori Hoven, Chargé d'Affaires, The Norwegian Embassy in Lusaka

### **Other donors**

Mr Leo van der Zwan, Education Adviser, Embassy of the Kingdom of the Netherlands. On behalf of the donors.

Mr Joost van Ettö, Second Secretary in Political & Good Governance, Embassy of the Kingdom of the Netherlands

Mr Michael Banda, Education Specialist, Early Childhood Education, Unicef

### **School Staff**

Principals, head teachers, student, teachers and staff at 15 different schools in 7 districts.

### **Appendix 3: Terms of Reference: Internal review on NGO's education programs in Zambia (including travel schedule)**

An internal Norad team will carry out a mapping and review exercise of Norwegian NGO's education projects/programs in Zambia: Save the Children, SOS Children's Villages, Norwegian Church Aid, Hei Verden and Atlas Alliance.

The team will describe the organizations' cost efficiency, quality and added value at project level, and their coordination with other organizations and contributors.

The team will produce an overview of ongoing education programs that are being carried out by the mentioned NGOs in Zambia, by focusing on the size of the program, scope and target, cost efficiency, civil society participation, added value and technical competence in the field of education. The mapping will form basis for recommendations for further analyze and discussion.

#### **Team**

The team is selected by Norad, and will comprise of Vigdis Cristofoli (education), Rikke Horn-Hanssen (civil society) and Tone Slenes (civil society).

#### **Time frame**

The time line for the internal review is 3 weeks (including preparation, 10 days field visit and reporting). As the schools open 6<sup>th</sup> of September, the field visit is scheduled from 19<sup>th</sup> to 30<sup>th</sup> September. The report will be submitted to Norad within 6<sup>th</sup> of October 2010.

#### **Tasks by the team**

The team will:

- Produce a list of NGOs receiving Norwegian support and contact relevant NGOs for the exercise;
- Review key background documents relevant for the Norwegian support to NGO's education programs in Zambia;
- In collaboration with the concerned NGOs and the Royal Norwegian Embassy in Zambia, set up a program for the field visit to Zambia;
- Prepare discussions by help of interview guide;
- Carry out the mission in Zambia by interviewing NGOs, the Embassy and key stakeholders and visit project sites;
- Produce a report from the exercise with key recommendations for further analyze.

#### **Method**

- The team will prepare a semi-structured interview guide and acquire knowledge of the key background documents.
- The main information will be gathered from visits and interviews of local representatives from the NGOs, schools, PTAs and local authorities in Zambia. The team will also meet with the Norwegian Embassy, UN and the key development partners.
- The field observations will form basis for the future recommendations.

#### **Reporting**

- The report of up to 10 pages (plus any annexes) will be submitted to Norad within 6<sup>th</sup> of October. Findings and recommendations for further discussions and analyze will be the focus for the report presented.

**Travel schedule**

Date	Program	Comments and contact details
15-16 Sept	Meetings with Save the Children and Norwegian Church Aid in Norway.	
20 Sept	Arrival Livingstone 1 pm  Visit to <b>Atlas Alliance's</b> partner Provincial Education Office in Southern Province (office Mujala) (3-5 pm)	
21 Sept	<b>SOS Children's Villages Livingstone</b>  Pick-up at hotel 8.45  9 am: Briefing with the VD- <b>Mapani/Lastone</b> <ul style="list-style-type: none"> <li>▪ Tour of the Village</li> <li>▪ Meeting with HG KG-<b>Lindy</b></li> <li>▪ Meeting with HG Basic Head-<b>Irene</b></li> <li>▪ Meeting with FSP Coordinator-<b>Paul</b></li> <li>▪ Visit 1-2 FSP Families</li> </ul> 4.30-5pm: Debriefing Location Management	
22-24 Sept	<p><u>22 September:</u> 8.30am - Meeting with Livingstone District Education Board (DEB). Joint observation of Simonga ECD Centre</p> <p>2.30pm – Meeting with Kazungula DEB. Visti to low cost school construction sites jointly with Response Network</p> <p><u>23 September:</u> 6am – Travel to Gwembe. Meeting with DEB. Visit Hauma School – QEP teaching in class, meeting with Children’s Council and stakeholders</p> <p>6pm - Night stop in Mazabuka</p> <p><u>24 September</u></p> <p><u>Tone:</u> 6am – Travel to Siavonga. Visit Matua Community</p>	

	<p>(HIV and AIDS support to OVC)</p> <p>If of interest – visit to Kariba Dam. Travel to Lusaka</p> <p>-----</p> <p><u>Rikke and Vigdis:</u> 6am - Travel to Lusaka.</p> <p>9am - Interviews with Norwegian Church Aid (NCA) and local partners (Lusaka). Visit to schools supported by NCA.</p>	
<b>25 Sept</b>	<p><b>9 am-Meet SOS Children’s Villages Lusaka</b></p> <p>Briefing with NEC &amp; NFSPC</p> <ul style="list-style-type: none"> <li>▪ Meet VD-Peter</li> <li>▪ Meet KG Head-Morah</li> <li>▪ Meet HG Head-Rebecca</li> <li>▪ Meet HG High-David</li> <li>▪ Meet FSP Coordinator-Kelly</li> <li>▪ Meet Medical Centre Coord-Lucas</li> <li>▪ Meet VCT – Smart</li> </ul> <p>11.30 am Debriefing with Location Management</p> <p>5pm - Meeting with Atlas Alliance’s project coordinator in Zambia: Mr Alick Nyirenda, Opportunity Zambia Pilot Project, Cooperating with Norwegian Disability Consortium (NAD/NFU) and Atlas Alliance.</p>	
<b>26-28 Sept</b>	<p><b>Hei Verden’s partner Peoples Action Forum (PAF)</b></p> <p><u>26 September:</u> 9am-Depart from Lusaka for Chipata</p> <p>3.30pm-Arrive in Chipata and check in at Nakila Lodge. Meeting with women CBO.</p> <p><u>27 September:</u> 7am- Depart for Chadiza</p> <p>8 am-Arrive at Chadiza Boma for Courtesy call on the District Commissioner</p> <p>8.30am-Leave for the PAF Capacity Building Learning Activity Centre (CABLAC)</p> <p>9.15am- Arrive at the CABLAC</p>	

	<p>9.30am- Brief on PAF's work and contribution to the education of children the District</p> <p>Discussions with Community School Teachers -demonstration of skills gained by parents of the children</p> <p>Visit to 2 Community Schools supported by PAF</p> <p>1.30 pm-Lunch at the CABLAC</p> <p>3 pm-Depart for Chipata thru Kagunda PAF Branch</p> <p><u>28 September:</u> 8 pm- Courtesy Call on the Provincial Permanent Secretary on brief about the Eastern Province</p> <p>Depart for Lusaka</p>	
<b>29 Sept</b>	<p><b>Meetings with donors in Lusaka:</b></p> <p>Unicef, Education (11am)</p> <p>The Dutch and Irish Embassy, Lead donor agencies on education in Zambia (9-10.30 am)</p> <p>The Norwegian Embassy (14.30-16 pm)</p>	
<b>30 Sept</b>	Departure for Norway	